

BA (Hons) Social Work (Apprenticeship) Programme Specification

Academic Year:	2022/23
Degree Awarding Body:	The University of Bradford (UKPRN 10007785)
Target Degree Award:	Bachelor of Arts with Honours in Social Work [Framework for Higher Education Qualifications Level 6]
Interim/Exit Awards:	Degree of Bachelor of Arts in Social Care [FHEQ Level 6]; Diploma of Higher Education in Social Care [FHEQ Level 5]; Certificate of Higher Education in Social Care [FHEQ Level 4]
Programme Mode of Study:	September Start, Full-time Apprenticeship for 3 years
Subject Benchmark Statement:	Social Work (QAA 2019)
Apprenticeship Standard:	Social Worker (Integrated Degree)
IfATE Standard Reference:	ST0510 (1.0)
LARS code for the Standard:	381
End Point Assessment:	Integrated

The award meets the UK Government's apprenticeship standard published by the Education and Skills Funding Agency and is designed in alignment to the requirements of Social Work England. Apprentices will be notified when the programme has obtained Social Work England accreditation which will be applied retroactively.

Please note: This programme specification has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but changes may occur given the interval between publishing and commencement of teaching. Any change which impacts the terms and conditions of an applicant's offer will be communicated to them. Upon commencement of the programme, learners will receive further detail about their course and any minor changes will be discussed and/or communicated at this point.

Minor Modification Schedule

1. August 2022: Programme approved
2. January 2023: Specification made accessible and published

Introduction

Social workers aim to improve people's lives by helping with social and interpersonal difficulties, promoting human rights and wellbeing. Social workers protect children and adults with support needs from harm. From helping to keep a family under pressure together, to supporting someone with mental distress, social work is a varied, demanding, often emotional and very rewarding career.

During 2018, Ruth Allen, Chief Executive of the British Association of Social Workers (BASW) gave the following description of the profession:

"Social Work is about life, treasuring humanity, building connections, sharing, and promoting fairness.

It is about creativity, care, and love – being there to help people overcome obstacles and oppression that hold them back.

For people using our services, a social worker should be someone to trust and believe in – someone who helps you believe in yourself.

Sometimes we must hold boundaries, protect rights, advocate, and challenge.

We are always in the midst of the messy stuff, finding ways forward”

The aim of our BA (Hons) Social Work Degree Apprenticeship (SWDA) is to produce confident, competent, qualified social work practitioners. The programme therefore offers both academic and professional outcomes. Academic outcomes are available at Certificate of Higher Education in Social Care, Diploma of Higher Education in Social Care, BA in Social Care and the BA (Hons) in Social Work levels.

The professional status of social worker is conferred by Social Work England and successful graduates are eligible to register with Social Work England as a qualified social worker. We offer a well-established programme with a national reputation for producing high calibre workers. Our programme is designed, managed, and delivered by an Apprenticeship Management Board that reports to the Bradford Social Work Teaching Partnership and includes Bradford Local Authority, practice placement agencies, apprentices, people that use services, lecturers, and practitioners.

Why Bradford?

The University of Bradford has a long and established tradition of developing, nurturing, and educating high quality, knowledgeable, and insightful social work professionals. Teaching is delivered in unique and innovative ways which challenge and stretch apprentices, but which also ultimately prepare them well for their future careers by providing them access to support from a tremendously experienced social work academic team supported by direct involvement from social work practitioners and people with lived experience of social work services.

We have a strong research background and focus, with a particular emphasis on child protection, rights-based practice, and a keen focus on co-production and collaborative interventions, such that our social work department is influential in shaping national, social work policy.

It is an exciting time to join us in Bradford. Our Teaching Partnership, which includes the University of Bradford and Bradford Council Social Services departments, not only guarantees apprentices access to interesting professional placements during their studies, but the strong teaching partnership links mean that all our social work apprentice graduates will secure immediate qualified employment upon graduating, within Bradford local authority. They will receive fully supported supervision and career development from both children’s and adults social care and have continued involvement and support from

The University of Bradford Social Work Department. Many of the graduates go on to play a substantive role as part of our alumni and support teaching and learning on the programmes. In addition, many return to complete post qualifying specialist awards in areas such as mental health at the University and continue to maintain strong supportive working arrangements with the Social Work department throughout their careers.

Our MA and BA programmes are contemporary and at the forefront of the national social work discourse. Apprentices will study alongside the BA social work students for many of their modules (and the MA social work students for a couple of modules). Whilst there are distinct differences between the programmes, the shared learning opportunities will enhance all learners by allowing access to the diversity of lived and work experiences across the different cohort programmes.

Standards and Frameworks

The BA (Hons) Social Work (Apprenticeship) curriculum is underpinned by the following standards and frameworks:

- **Social Work England's Education and training standards (2021).**
 - The SWE ETS are available online at:
<https://www.socialworkengland.org.uk/standards/education-and-training-standards/>
- **The Quality Assurance Agency benchmark for Social Work degrees (2019).**
 - QAA 2481 is available online at: <https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-social-work.pdf>
- **The Institute for Apprenticeships and Technical Education's Social Worker (Integrated Degree) Apprenticeship Standard (2018).**
 - Social work apprentices need to have met all knowledge, skills, and behaviours of the SWDA Standards by the end of their programme. The SWDA standard (IfATE ST0510.1) is available online at:
<https://www.instituteforapprenticeships.org/apprenticeship-standards/social-worker-integrated-degree-v1-0>
 - Through completing each module and work-based learning component that makes up the programme, you will be demonstrating the SWDA standard outcomes. A summary of how we have mapped the programme to the apprenticeship standard is at the end of this document as **Appendix 1**.
- **The British Association of Social Workers' Professional Capabilities Framework (2018).**
 - The BASW PCF is the profession-owned, overarching framework of social work education and professional development in England from point of entry through to assessed and supported year in employment. It is available online at: <https://www.basw.co.uk/pcf>
 - A summary of the programme's PCF outcomes as you work towards Newly Qualified Social Worker level is at the end of this document as **Appendix 2**.

- **Social Work England's Professional standards (2019).**
 - Once qualified, all social workers need to demonstrate that they can practice to these standards.
 - The SWE PS are available online at:
<https://www.socialworkengland.org.uk/standards/professional-standards/>

Stakeholder Involvement

Stakeholder involvement ensures that our apprenticeship programme maintains a dynamic, outward-looking approach towards social work education with a clear focus on the needs of people that use services. The following groups and organisations play an active part in the life of the programme:

- **Employers:** We are part of the Bradford Social Work Teaching Partnership with Bradford Council and Bradford College. The partnership works to provide good quality placements with the local authority. We also have several partnerships with third sector organisations.
- **People who use services:** User involvement is vital to the life of our programme and is an area we are committed to expanding. At the present time, people with lived experience of social work are employed as module teachers and guest speakers. They are also involved in local action-based research, and they co-run local and national conferences and provide advice on programme design.
- **Apprentices:** We seek feedback from apprentices on every aspect of the programme, including placement provision, module content and teaching, and programme management and design.
- **Lecturers:** All the lecturers teaching the programme are qualified social workers, with substantial practice experience. We work within a strong team ethos that ensures all lecturers are involved in the management and running of the programme.
- **Practitioners:** Social Work Practitioners are involved in the teaching and assessment of practice placements, and in teaching within the academic setting. They also monitor placement standards and interview programme applicants.

Programme Aims

The programme is intended to:

- A1. Provide knowledge to apprentices of social work services and of people who use services, the service delivery context, values and ethics in social work, theories and methods of social work, and the nature of social work practice.
- A2. Develop skills in assessment, planning, intervention and evaluation with individuals, families, carers, groups, and communities.
- A3. Develop the ability of apprentices to support individuals to represent their needs, views, and circumstances.

- A4. Improve apprentice's awareness of the management of risk to people who use services, self, and colleagues.
- A5. Build transferable skills in workload management and accountability, self-reflective practice and professional competence, communication and information technology and numerical skills, problem solving skills, information gathering, analysis and synthesis, intervention and evaluation, communication skills, skills in working with others, and skills in personal and professional development.

The above aims will enable apprentices to achieve the Apprenticeship Standards for Social Work: Knowledge, Skills, and Behaviours.

Programme Learning Outcomes

The Programme Learning Outcomes inform the individual module learning outcomes that have been mapped to the Framework for Higher Education Qualifications, the Apprenticeship Standards, Social Work England Standards, and BASW Professional Capabilities Framework for each module.

To be eligible for the FHEQ Level 4 award of Certificate of Higher Education in Social Care, learners will be able to:

- 1. Demonstrate comprehensive knowledge and a critical understanding of factors that shape identity.
- 2. Understand models of anti-discriminatory and anti-oppressive practice and effective approaches to challenge discrimination and oppression on a personal and institutional level.
- 3. Identify and apply in practice the principles of social justice, inclusion and equality and how legislation and guidance serve to advance or constrain people's rights.
- 4. Apply critical reflection and analysis to inform and provide a rationale for professional decision-making by being able to identify, distinguish, evaluate, and integrate multiple sources of knowledge and evidence.

Additionally, to be eligible for the FHEQ Level 5 award of Diploma of Higher Education in Social Care, learners will be able to:

- 5. Demonstrate awareness of the need for professionals to have a commitment to practice standards.
- 6. Take responsibility for their own conduct, safe practice, and learning in line with the expectations of a qualified social worker.
- 7. Manage their time and workload effectively with support through supervision and maintain professional integrity in their work.
- 8. Critically reflect on social care values and principles and with guidance recognise, reflect on and work with competing values and ethical dilemmas.

9. Work in partnership with people that use services taking into account their needs, views and rights within relevant legislation.

Additionally, to be eligible for the FHEQ Level 6 Degree award of Bachelor in Social Care, learners will be able to:

10. Reflect critically on the application of social work skills and methods, taking into account the diverse physical, psychological, social, cultural, and spiritual needs of people using critical evaluation of the available evidence.
11. Demonstrate a reflective, critical, and creative approach that encompasses legal and policy frameworks, human growth and development, research, and professional judgment.
12. Use initiative, judgement, and authority to communicate, assess, engage, and intervene with individuals, families, and communities to promote independence, provide support, and prevent harm, neglect, and abuse.
13. Share and communicate verbal and written information appropriately and within relevant timescales.
14. Engage with, inform, and adapt to changing economic, social, political, and organisational contexts.
15. Critically reflect on multi-agency and inter-professional partnerships within diverse organisations.

Additionally, to be eligible for the FHEQ Level 6 Degree award of Bachelor with Honours in Social Work, learners will be able to:

16. Through the End Point Assessment fulfil the standards and values requirements for social work education: the Social Work England Standards, the social work apprenticeship standards, the Professional Capabilities Framework.
17. Demonstrate an ability to critically analyse, synthesise, and evaluate social work practice including a critical reflection of self.

Curriculum

During the three years of your SWDA you will be studying alongside social work students who are following the direct route into the undergraduate programme. Some modules will also involve you studying alongside students who are not on a social work programme. This will enable you to have experience of learning inter-professionally.

There are no optional or elective modules on the programme; all 360 credits are core.

Please note: The curriculum may change, subject to the University's programme approval, monitoring, and review processes and the ongoing requirements of the standards and frameworks applying to the programme.

Stage 1

The first year of training (Stage 1) provides apprentices with initial knowledge and understanding of the context of social work practice and equips them with the required practice skills to undertake their first social work placement.

Apprentices should develop an understanding of historical perspectives and contemporary issues within social work; social policy underpinning social work practice; values and ethics; communication skills; sociological and psychological explanations of human development; skills in assessment, planning, intervention, and evaluation. The knowledge and skills here will be developed in stages 2 and 3 within a spiral curriculum approach.

At the end of stage one, apprentices will be assessed by a panel in terms of readiness for direct practice. Apprentices must successfully complete the Readiness for Direct Social Work Practice (Apprenticeship Route) module at level four before they can take up their first placement.

Stage 1 Core Modules (CHE Social Care)

Level	Module Title	Credit	Study Period	Code
FHEQ 4	Readiness for Direct Social Work Practice	20	Academic Year	SOW4016-B
FHEQ 4	Introduction to the Social Work Apprenticeship	20	Semester 1	SOW4013-B
FHEQ 4	Academic Skills Development for Social Work Apprentices	20	Semester 1	SOW4014-B
FHEQ 4	Communication Skills for Social Work Apprentices	20	Semester 1	SOW4015-B
FHEQ 4	Values and Ethics for Social Work Apprentices	20	Semester 2	SOW4017-B
FHEQ 4	Co-production and Inclusive Practice	20	Semester 2	SOW4018-B

At the end of stage 1, apprentices will be eligible to exit with the award of Certificate of Higher Education in Social Care if they have successfully completed at least 120 credits and achieved the award learning outcomes. THIS AWARD DOES NOT CONFER ELIGIBILITY TO REGISTER WITH SOCIAL WORK ENGLAND.

Stage 2

The second year (**Stage 2**) builds upon this foundation and focuses upon the development of specialist skills with particular groups of people that use services.

Apprentices will be taught the legal and policy framework in relation to practice. This will correlate with the following key areas: mental distress, childcare, disability and work with older people, communication and interviewing skills, and level two social work theories, models and methods of working with individuals, families, and carers.

In Semester 2 apprentices will undertake a practice placement that is assessed at the End of First Placement level of the Professional Capabilities Framework.

Stage 2 Core Modules (DHE Social Care)

Level	Module Title	Credit	Study Period	Code
FHEQ 5	Mental distress across the Life Course	20	Semester 1	SOW5021-B
FHEQ 5	Social Work Law for Apprentices	20	Semester 1	SOW5019-B
FHEQ 5	Social Work Practice with Adults for Apprentices	20	Semester 1	SOW5020-B
FHEQ 5	Social Work Practice with Children and Families for Apprentices	20	Semester 1	SOW5018-B
FHEQ 5	Apprentice Practice Learning 1	40	Semester 2	SOW5022-D

At the end of stage 2, apprentices will be eligible to exit with the award of Diploma of Higher Education in Social Care if they have successfully completed at least 240 credits and achieved the award learning outcomes. THIS AWARD DOES NOT CONFER ELIGIBILITY TO REGISTER WITH SOCIAL WORK ENGLAND.

Stage 3

The final year (**Stage 3**) work emphasises the importance of autonomous learning, the acquisition of evidence-based practice skills and final preparation for paid employment.

Academic work focuses upon reflective practice; research and evaluation; as well as the critical application of social work theories; and developing cultural competence in social work.

Apprentices will undertake a block placement which involves continuous assessment in relation to the Professional Capabilities Framework and apprenticeship standards.

Stage 3 Core Modules (BA Social Work)

Level	Module Title	Credits	Study Period	Code
FHEQ 6	Apprentice Practice Learning II	40	Semester 1	SOW6016-D
FHEQ 6	Cultural and International Perspectives in Social Work for Apprentices	20	Semester 1	SOW6015-B
FHEQ 6	Social Work Apprenticeship Gateway	0	Semester 2	SOW6017-Z
FHEQ 6	End Point Assessment Strand 1 - Independent Research Project	30	Semester 2	SOW6018-C
FHEQ 6	End Point Assessment Stand 2 - Inclusive Assessment and Decision Making	30	Semester 2	SOW6019-C

Apprentices will be eligible to exit with the award of Ordinary Degree of Bachelor in Social Care if they have successfully completed 300 credits total, with 120 credits at FHEQ Level 4, 120 credits at FHEQ Level 5 and 60 credits at level 6. THIS AWARD DOES NOT CONFER ELIGIBILITY TO REGISTER WITH SOCIAL WORK ENGLAND.

Apprentices will be eligible for the award of Honours Degree of Bachelor in Social Work if they have successfully completed at least 360 credits including all placement elements in

Stage 3, achieved the award learning outcomes and successfully completed the Gateway and End Point assessments.

BA (Hons) Social Work graduates can apply to join the Social Work England register upon payment of a registration fee and meeting the SWE application requirements.

Learning, Teaching and Assessment Strategy

Studying Social Work as an apprentice

The apprenticeship provides an alternative route for employees to gain a social work qualification. The apprentice would be employed by the local authority therefore the major advantage would be that they would be salaried whilst studying. The apprenticeship requires a greater emphasis on employer engagement and work readiness evaluation, the Department of Social Work & Social Care has established an excellent track record of collaborative practice and assessment with employers and agencies.

Apprentices will come with prior social care experience (basic workplace experience) however will not necessarily have any level 3 qualifications (initial assessment / skills-scan), as such our programme will support them by providing appropriate support for each learner, for example by working closely with Academic Student Support to meet the individual academic learning needs of each apprentice, whilst ensuring that learners are stretched whilst on their practice placements (each learner will have an individualised Initial Practice Learning Agreement meeting prior to, and during their professional practice placements). At the start of the Social Work Degree Apprenticeship apprentices will have a skills scan and complete an independent learning Plan. During the first semester of year 1 apprentices undertake the Academic Skills Development for Apprentices module which introduces them to higher education study and academic skills.

Our programme is built around core professional and educational values of human rights, co-production, and learner-centred practice. This inclusive approach that puts learners at the heart of the programme is supported by the university's Learning and Teaching Strategy, and curriculum architecture. In practice this means that we facilitate a continuous dialogue with apprentices where we set out from the start that they are partners in their learning journey such that they may shape the curriculum based on their learning needs and lived experiences (e.g., apprentices are encouraged to direct the content of, and lead on the delivery of sessions within the readiness to direct social work practice module). Such an approach models co-production and collaborative practice within the curriculum. Our support of apprentices begins from their starting point, where we take a bespoke approach to supporting apprentices. For example, in the first semester apprentices are supported with academic skills (e.g., writing, referencing etc.) using blogs as a formative teaching tool as a steppingstone prior to their first written summative assessment. We also offer apprentices academic skills workshops during this first semester where they can be supported both as a group and on a one-to-one basis to meet their individual learning needs.

Apprentices have 12 weekly tripartite meetings (with apprentice, tutor, and employer) to review learning progress and wellbeing utilising self-assessment, the initial skills scan, and individual learning plan. Apprentices will produce a reflective narrative of their work-based

learning and profession development (uploaded to the e-Portfolio) that will be discussed as part of the Tripartite Review.

Additionally, apprentices will have access to a monthly learner forum where they will have opportunities to discuss and suggest ideas to develop the curriculum along with an opportunity to explore their individual learning journey. Also, the apprentice will attend a fortnightly apprenticeship seminar to discuss the links between the on-the-job (work-based) and off-the-job (academic modules) learning in the light of the Apprenticeship Standards and PCF.

Teaching and Learning Methods

The programme has a clear system of learning development, through a spiral curriculum, where skills and knowledge are developed through modules and assessments, as apprentices progress through the stages of the programme. For example, in their first year (level 4) apprentices are introduced to presentation skills (including formative, peer-reviewed practice presentations) which leads to a summative assessment based on their own lived experiences (this introductory assessment requires no external research). This is built on at level 5 where apprentices are supported to develop their presentational skills that is demonstrated through a longer summative assessment where apprentices also need to identify and analyse research. Finally, during their End Point Assessment (level 6) apprentices are supported to further develop their analytical and evaluative skills and apply these to case scenarios as well as their own practice, which is assessed via assessment discussion and presentation followed by panel. Similarly, apprentices are introduced to viva voce examinations and to written assessments at level 4, which are subsequently built upon, leading to the EPA.

The social work degree apprenticeship has been designed with a focus on inclusion, where the principles of Universal Design for Learning are integrated throughout the programme wherever possible. For example, apprentices are supported to submit parts of their Readiness to Practice assessment in one of a variety of different formats that reflects their learning style and yet still provides the ability to robustly demonstrate meeting the learning outcomes and apprenticeship standards (e.g., poetry, blogs, digital storytelling).

Our skills in teaching rest upon a commitment to clear learning outcomes, a structured system of progression, imaginative assessments, and the provision of safe, stimulating learning environments. Our academic team have a variety of specialist practice, and research skills as well as a commitment to providing high quality teaching and learning. Teaching on the programme is delivered through face-to-face interactive workshops, seminars, online learning activities and tutorials (individual and small groups).

We adopt a 'flipped learning' approach for much of the curriculum, where apprentices are given guided preparatory reading and research tasks, followed by facilitated, critical and reflective discussions of the material, in class, such that deep learning skills (e.g., emotional literacy, critical thinking, reflective practice) are developed through a mix of apprentice-led and tutor-led group discussions. This approach to learning is supported by Canvas (our VLE), that uses discussion boards, forums, polls, and quizzes, as well as

numerous online resources, to support the diverse range of learning styles and approaches of our apprentices.

Professional Practice

Apprentices will undertake two professional practice placements, one in the second year (level 5) for 70 days, and a second for 100 days completed in the final year (level 6) prior to the gateway. These two practice placements will be in contrasting statutory settings (e.g., adults, and children and families), both within the employer agency. These two practice placements represent part of the on-the-job training component of the apprenticeship. Apprentices will be supported prior to each of their placements through guided sessions with the tutor and employer. This includes both bespoke development of academic skills such as the theory of critical reflection and planning and preparing for the practice placements. For example, each apprentice will be allocated a Practice Educator (from the employer) to support them throughout their professional practice placement, and to help apprentices make links between their academic knowledge, skills, and behaviours, and their practice on placement (praxis). Apprentices will have an initial practice placement learning meeting (apprentice, practice educator, employer, university), where their individual learning needs for the practice placement will be discussed and agreed. There will also be midpoint, and end of placement meetings to reflect learning to date and future needs (with the same individuals). These meetings will feed into the regular tripartite meetings throughout the apprentice's journey through the degree apprenticeship where evidence developed will be uploaded to the e-Portfolio. Apprentices will undergo a minimum of three direct observations of practice for each practice placement.

e-Portfolio System

The SWDA at The University of Bradford utilises an electronic portfolio (e-Portfolio) system, to record information about your progress, which is currently hosted on the PebblePad platform. You are required to regularly update this portfolio.

There are several tasks and documents that need to be completed on your e-Portfolio, and these all need to be completed before you can pass through the Gateway and can undertake your final SWDA End Point Assessment. Additional information on using the e-Portfolio and the EPA will be provided by the academic team.

Work-Based On-The-Job Learning

The global definition of social work is defined as:

“Social work is a practice-based profession and an academic discipline that promotes social change and development, social cohesion, and the empowerment and liberation of people. Principles of social justice, human rights, collective responsibility, and respect for diversities are central to

social work. Underpinned by theories of social work, social sciences, humanities and indigenous knowledges, social work engages people and structures to address life challenges and enhance wellbeing. The above definition may be amplified at national and/or regional levels.”

<https://www.ifsw.org/what-is-social-work/global-definition-of-social-work/>

As such, your social work degree apprenticeship is a both a practice-based and academic profession. Therefore, as an apprentice you are following a work-based and university-based route to social work qualification. Your employer will be involved in your learning throughout the apprenticeship and will be there to support you, just as the academic tutors from the University will. Your apprenticeship comprises of both ‘on-the-job’ and ‘off-the-job’ training (the former predominantly work-based learning, and the latter predominantly university-based learning).

This pattern of ‘on-the-job’ and ‘off-the-job’ training makes up the **20% off-the-job** and **80% on-the-job training** balance of the apprenticeship programme, as summarised in the table below.

Table 1: Summary of off-the-job training over 48 weeks (excluding 4 weeks of annual leave)

Off-the-job Training	Semester 1 (12 weeks)	Semester 2 (12 weeks)	Rest of Year (24 weeks)	Total Off-the-job Training
Year 1	50%	50%	5%	27.5%
Year 2	50%	8.34%	5%	17%
Year 3	50%	8.34%	5%	17%
Mean	50%	22.23%	5%	20.5%

During the academic semesters you will typically spend 2.5 days each week off-the-job training at the University. The remaining time will be on-the-job training made up of work-based practice or private study (the balance of these two will be agreed at the start of your apprenticeship as part of your Individual Learning Plan and reviewed at the 12-weekly tripartite meetings). The exception to this pattern is during your academic placements (see more about these below); these are blocks of work-based learning opportunities that are on-the-job training (there are five recall days during this period which are university-based and count as off-the-job training). Outside of the two academic semesters you will spend most of your time on-the-job training. However, you will continue to have academic seminars every two weeks as off-the-job training, as well as the continuation of the tripartite reviews.

Since social work is both an academic and practice-based discipline, it is essential to your learning that you can link the two together (this is known as praxis). This means applying the knowledge, skills, and behaviours learnt during your ‘off-the-job’ training at the University to work-based ‘on-the-job’ training; and using your work-based practice experience to inform, enhance, and help you understand knowledge learned at university. While you are in your workplace you should be thinking about the knowledge that is

relevant to help you make sense of what is going on and help you decide on a course of action. Similarly, while you are engaged in academic study you should be thinking about your practice experiences and how this is relevant to what you are learning.

Reflective Narratives of Work-Based Learning

To help you make these links explicit (between your on-the-job and off-the-job training), you will complete four non-assessed, mandatory, reflective narratives of work-based learning (RNoWBL) each year that will be uploaded to your e-Portfolio and discussed at your tripartite reviews. Your Tutor and Employer will provide feedback and can recommend changes. These will enable you to develop and track your progress toward meeting the Social Work Apprenticeship Standards as well as give you practice in thinking more deeply about what you are doing and making connections between practice and knowledge. When completed and signed off, each RNoWBL needs to be uploaded to the e-Portfolio and/or the Virtual Learning Environment as part of your Social Work Apprenticeship Portfolio in preparation for the Gateway. An important thing to remember is that these reflective records are not the only way you are demonstrating how you meet the social worker apprenticeship standards, they are just one element of your entire social work programme.

Essentially, you will choose something that you have done during your on-the-job work, and you will consider this in relation to the Apprenticeship Standards. The experience you choose can be something quite straightforward that you have done lots of times in your work or it could be something exceptional that stood out for you. What you choose is up to you, but you can discuss ideas for this with your Tutor as well as with others who are supporting you in the workplace. You will not be graded or awarded a pass/fail for your RNoWBL although your Tutor may suggest you complete a further record if they think you may have struggled to understand or articulate your experience in relation to one or more aspects of the standards. This will not be routine and should only be done as an exception and where the aim is to benefit your development.

For the second and third years of your Social Work Degree Apprenticeship, two of your four RNoWBL should be drawn from your practice placements.

Assessment Strategy

All assessments test skills in critical analysis and reflective practice in the integration of the practice and theory of social work. Assessment for the modules Practice Learning I (Stage 2) and Practice Learning II (Stage 3) includes passing a placement at the required level and the provision of evidence for 'fitness to practice' at the next stage of the degree. Other forms of assessment include essays; individual and group presentations and exercises; video and taped practice submissions; and participation in 'virtual learning' exercises.

If learners fail the practice element of the programme, then they may be offered another placement learning opportunity. However, this will mean a delay in terms of progress to the next level or accessing the Gateway. If an apprentice fails the practice learning assignments, which is the assessed academic component of the placement, they will have

one further opportunity to resubmit the revised piece of work. In Year 1, apprentices must pass and complete the Readiness for Direct Social Work Practice module before they can progress to Year 2.

Apprenticeship Structure

Start of Apprenticeship

- Induction
- Completion of Individual Learning Plan (ILP) & Skills Scan

Stage 1 (Full Year)

- On-the-job learning - 4 x Reflective Narratives of Work-Based Learning – reviewed at Tripartite Reviews
- Off-the-job learning – 6 academic modules including Readiness for Direct Social Work Practice (Apprenticeship Route)

Stage 2 (Semester 1)

- On-the-job learning - 2 x Reflective Narratives of Work-Based Learning – reviewed at Tripartite Reviews
- Off-the-job learning – 4 academic modules

Stage 2 (Semester 2)

- Practice Learning Placement 1 (70 days) – on-the-job learning.
- On-the-job learning - 2 x Reflective Narratives of Work-Based Learning (based on work-based placement) – reviewed at Tripartite Reviews

Stage 3 (Semester 1)

- On-the-job learning - 4 x Reflective Narratives of Work-Based Learning (2 based on practice placement) – reviewed at Tripartite Reviews
- Off-the-job learning – 1 academic module
- Practice Learning Placement 2 (100 days) – on-the-job learning.

Stage 3 (Semester 2 and Gateway)

- Upload Final Reflection & Gateway Form

End of Apprenticeship

- 2 Academic End Point Assessment modules (Strands 1 and 2)

Study Abroad

This programme is not currently eligible for integrated Study Abroad opportunities. Because of the requirement to work across 48 weeks of the year, we do not recommend apprentices take part in short opportunities such as summer schools either.

Assessment Regulations

This Programme conforms to the standard University Undergraduate Assessment Regulations which are available at the link: <https://www.bradford.ac.uk/regulations/>

However, there are three exceptions to these regulations as listed below:

1. To receive the award of BA (Hons) Social Work, apprentices must achieve at least 40% in all modules.
2. Referral is not permitted in Readiness for direct practice (apprenticeship route).
3. Learners undertaking the BA (Hons) Social Work will not be considered for an Aegrotat award.

Admission Requirements

The programme is currently closed to general admissions. But, for eligible employees of our partners, we take into consideration several factors when assessing your application. It's not just about your grades; we take the time to understand your personal circumstances and make decisions based on your potential to thrive at university and beyond. **Please note:** These admission requirements are correct for the contemporary recruitment cycle and may be different when you are reading this document.

Apprenticeship Eligibility Criteria

The apprenticeship programme has a duration of 36 months.

Apprentices:

- have the right to work in the UK
- have a contract of employment and will be employed for the duration of their apprenticeship
- will hold a valid Enhanced Disclosure and Barring Service certificate ('DBS Check') that is available for inspection, normally arranged by their employer for the duration of their employment (see '**Fitness to practice**' section otherwise)

- have been resident in the UK, Ireland, or EEA for the past 3 years. If they are an EEA resident, they should have obtained a pre-settled or settled status under the EU Settlement Scheme
- are not undertaking any other government funded programme
- will spend at least 50% of their working hours in England over the duration of the apprenticeship
- require significant development of new knowledge, skills, and behaviours against the apprenticeship standard
- can meet the 20% off-the-job training requirements
- have not been asked to contribute financially to the cost of their apprenticeship
- will hold and can evidence as a minimum level 2 English and Maths qualifications (for example, Functional Skills, GCSE 4/C, equivalent or higher). Where assessment of English proficiency is required (for example, for EEA residents), the employer is responsible for arranging a suitable test (e.g. IELTS) before apprentices are admitted to the programme.

Fitness to practice

Social Work applicants must fulfil specific programme requirements regarding 'fitness to practice' as a professional social worker. To fulfil this requirement, apprentices will need to demonstrate a commitment to social work as a career and demonstrate that they can be entrusted to work with vulnerable children and adults.

We are therefore looking for people who have had some relevant experience of working with people in a voluntary, paid, or personal capacity. We will also take into consideration any factors which indicate learners may be unsuitable to become a social worker, and examples of this include certain previous criminal convictions and episodes within their health record.

As this programme may involve regular access to children and/or vulnerable adults, apprentices will be required to complete a Disclosure and Barring Service (DBS) application, outlining any and all previous convictions and cautions (including those 'spent'. The University will send further instructions as part of the admissions process.

Applicants are encouraged to attend university open days and will be offered opportunities to view the campus and discuss the Bradford experience with current learners.

Recognition of Prior Learning

Applications are welcome from learners with non-traditional qualifications, and/or significant personal/professional experience. Apprentices will receive an **initial assessment** (skills-scan) to establish their prior learning and starting point. This will both determine the appropriateness of the social work degree apprenticeship for the learner and enable an individualised learning plan to be developed for the apprentice (reviewed at the tripartite meetings and other regular points).

Note that Social Care experience does not equate to Social Work experience, knowledge, and skills, as the title 'social worker' and work of a social worker, is legally protected requiring registration under the professional body, Social Work England.

If applicants have prior certificated learning or professional experience which may be equivalent to parts of this programme, the University has procedures to evaluate and recognise this learning to provide applicants with exemptions from specified modules or parts of the programme. For more information about the University's Recognition of Prior Learning processes visit: <https://www.bradford.ac.uk/teaching-quality/prior-learning/>

Access and Inclusion

The University of Bradford has always welcomed applications from all prospective learners irrespective of ability and with regard to the Equality Act 2010 and protected characteristics. Applications are particularly welcomed from learners aged 21+ at the start of the programme, armed forces families, care-experienced people (care leavers and carers), estranged or orphaned learners, refugees and asylum seekers, and Romani or Traveller families.

To discuss your individual circumstances or to find out more about support and access, you may wish to contact Admissions (admissionsmls@bradford.ac.uk) and/or the University's Disability Service before you apply:
<https://www.bradford.ac.uk/disability/before/>

Appendix 1 - Apprenticeship Standards Mapping

These standards align to the requirements of the Social Work England professional standards (expressed as Requirements for Skills (S) and Knowledge (K)) and the programme learning outcomes (Programme LOs) across 5 Behaviours and 9 Areas of Work.

Behaviours of Social Workers

- Social workers communicate openly, honestly and accurately. They listen to people and apply professional curiosity to evaluate and assess what information they need to gather, to provide quality advice, support or care. **Programme LOs: 1, 2, 9, 12, 13, 15, 16, 17.**
- Social workers treat people with compassion, dignity and respect and work together to empower positive change. **Programme LOs: 1, 2, 3, 8, 9, 10, 12, 16, 17.**
- Social workers adapt their approach according to the situation and context. **Programme LOs: 1, 2, 3, 4, 6, 7, 10, 11, 14, 15, 16, 17.**
- Social workers commit to continuous learning within social work, with curiosity and critical reflection. **Programme LOs: 1, 4, 5, 8, 10, 11, 16, 17.**
- Social workers adhere to the Social Work England Standards of Conduct. **Programme LOs: 1, 2, 3, 5, 6, 7, 8, 9, 11, 13, 15, 16, 17.**

Area of Work 1: Professional values and ethics

S/K	Skills (be able to)	Knowledge (know & understand)
PVE1	Ensure professional ethical standards are developed, maintained and promoted Programme LOs: 2, 3, 4, 5, 8, 11, 16	The importance of rights, responsibilities, freedom, authority and use of power Programme LOs: 1, 2, 8, 9, 10, 11
PVE2	Take responsibility for your decisions and recommendations Programme LOs: 2, 3, 4, 5, 7, 8, 9, 11, 12, 13, 16, 17	The importance of maintaining, and the limits of, confidentiality Programme LOs: 1, 2, 8, 9, 12
PVE3	Be aware of the impact of your own values on practice Programme LOs: 1, 2, 3, 4, 5, 6, 8, 10, 11, 12, 16, 17	That relationships with individuals and their carers should be based on respect, honesty and integrity Programme LOs: 1, 2, 3, 8, 9
PVE4	Exercise authority as a Social Worker within the appropriate legal and ethical frameworks Programme LOs: 2, 3, 4, 5, 11, 12, 14, 16, 17	How to develop relationships appropriately Programme LOs: 1, 2, 3, 8, 9, 10, 11
PVE5	Ensure the highest standard of person-centred approach, so that people are treated with dignity and their rights, values and autonomy are respected Programme LOs: 1, 2, 3, 5, 8, 9, 10, 11, 12, 13, 16, 17	The impact of different cultures and communities and how this affects social work Programme LOs: 1, 2, 3, 8, 9, 10, 11

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S/K	Skills (be able to)	Knowledge (know & understand)
PVE6	Practise in a non-discriminatory manner Programme LOs: 2, 3, 4, 5, 6, 8, 9, 10, 11, 14, 16, 17	Current legal and ethical frameworks Programme LOs: 1 to 17

Area of Work 2: Views of people who use services, carers, their families and communities

S/K	Skills (be able to)	Knowledge (know & understand)
V1	hear the views of people who use services, carers, their families and communities, recognise their expertise, and enable their views to have validity and influence Programme LOs: 2, 3, 4, 5, 8, 9, 10, 13, 16, 17	The concepts of participation, advocacy, co-production, involvement and empowerment Programme LOs: 3, 8, 9
V2	Promote the best interests of people who use services, carers, their families and communities Programme LOs: 2, 3, 4, 5, 8, 9, 10, 12, 13, 16, 17	The contribution that peoples' own resources and strengths can bring to social work Programme LOs: 1, 2, 3, 8, 9, 10, 11
V3	Work with people to enable them to make informed decisions and exercise their rights Programme LOs: 2, 3, 4, 5, 8, 9, 10, 13, 16, 17	-
V4	Work to promote individual growth, development, and independence Programme LOs: 2, 3, 4, 5, 8, 9, 10, 11, 13, 16, 17	-

Area of Work 3: Evidence-based decision making and analysis

S/K	Skills (be able to)	Knowledge (know & understand)
EDMA1	Undertake assessments of need and/or capacity Programme LOs: 4, 5, 8, 9, 11, 12, 13, 14, 16, 17	The impact of different societies' views on human behaviour Programme LOs: 1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 12, 16, 17
EDMA2	Initiate resolution of issues and use initiative Programme LOs: 2, 3, 4, 5, 8, 10, 12, 17	The value of research and analysis and be able to evaluate evidence to inform practice Programme LOs: 1, 2, 3, 4, 8, 9, 10, 11, 16, 17
EDMA3	Gather, analyse, critically evaluate and use research information and knowledge in your practice to develop an understanding of the individual's situation Programme LOs: 2, 3, 4, 5, 8, 9, 10, 11, 12, 13, 16, 17	That experiences and feelings affect behaviour in interactions Programme LOs: 5, 6, 7, 8, 9, 10, 11, 16, 17
EDMA4	Make and receive referrals appropriately Programme LOs: 2, 3, 5, 7, 9, 13	-

Appendix 1

S/K	Skills (be able to)	Knowledge (know & understand)
EDMA5	Use social work methods, theories and models to enable individuals to identify actions to achieve change and improve life opportunities Programme LOs: 1, 2, 3, 4, 5, 8, 10, 11, 14, 16, 17	-
EDMA6	Manage and weigh up competing/ conflicting values or interests to make reasoned professional judgement Programme LOs: 2, 3, 4, 5, 8, 10, 12, 16, 17	-

Area of Work 4: Personal and Professional Development

S/K	Skills (be able to)	Knowledge (know & understand)
PPD1	Work within scope of practice as an autonomous professional Programme LOs: 1, 2, 3, 4, 5, 6, 7, 8, 12, 16, 17	Social work theory, models and interventions; human growth and development across the lifespan and the impact of key developmental stages and transitions Programme LOs: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 16, 17
PPD2	Maintain high standards of personal and professional conduct Programme LOs: 1, 2, 3, 5, 6, 7, 8, 16, 17	The impact of injustice, demography, social inequality, policies, and other issues which affect the demand for social work services Programme LOs: 1, 2, 3, 8, 9, 16, 17
PPD3	Manage the physical and emotional impact of your practice Programme LOs: 1, 4, 5, 6, 7, 13, 15	How to update knowledge to ensure evidence informed practice Programme LOs: 1, 2, 3, 4, 5, 6, 7,
PPD4	Identify and apply strategies to build professional and emotional resilience Programme LOs: 1, 4, 5, 6, 7, 13	The scope and limits of practice and when/how to seek advice from a range of sources Programme LOs: 3, 4, 5, 6, 7, 10, 11
PPD5	Use supervision to support and enhance the quality of your practice Programme LOs: 4, 5, 8, 10, 11, 13	Models of supervision, critical reflection and self-reflection to enhance/change practice Programme LOs: 4, 5, 6, 7, 10, 11
PPD6	Maintain your own health and well-being Programme LOs: 1, 5, 6, 7,	Your employer's organisational context and systems and the impact on your practice Programme LOs: 3, 4, 5, 6, 7, 12, 16, 17
PPD7	Recognise the need to manage workloads and resources effectively Programme LOs: 3, 5, 6, 7, 9, 15	The concept of leadership and its application to practice Programme LOs: 5, 6, 7, 10, 11, 16, 17
PPD8	Keep your skills, knowledge and ongoing professional development up to date Programme LOs: 1, 5, 6, 8, 10, 11, 14, 15	The requirements of the relevant professional body Programme LOs: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17

Appendix 1

S/K	Skills (be able to)	Knowledge (know & understand)
PPD9	Show an awareness of current and relevant legislation Programme LOs: 1, 2, 3, 5, 7, 8, 9, 11, 15, 16, 17	
PPD10	Use a range of research methodologies to inform your practice Programme LOs: 1, 2, 3, 5, 8, 10, 11, 14, 16, 17	
PPD11	Work in partnership with others Programme LOs: 2, 3, 5, 8, 9, 13, 15	

Area of Work 5: Safe professional practice and safeguarding

S/K	Skills (be able to)	Knowledge (know & understand)
SPPS1	Balance appropriate levels of autonomy within a complex system of accountability Programme LOs: 1, 3, 4, 5, 8, 10, 11, 12, 14, 15, 16, 17	Applicable safeguarding/health and safety legislation, policies and procedures Programme LOs: 1, 2, 4, 10, 11, 12, 13, 14, 15
SPPS2	Respond appropriately to unexpected situations, identify and challenge practices which present a risk to, or from, people you are working with, their carers or others in order to uphold professional requirements Programme LOs: 2, 3, 4, 5, 7, 9, 10, 11, 12, 15, 16, 17	How to maintain your own personal safety and that of others in complex situations Programme LOs: 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15
SPPS3	Respond appropriately to signs of harm, abuse, and neglect Programme LOs: 2, 3, 4, 5, 7, 9, 10, 11, 12, 15, 16, 17	Signs of harm, abuse and neglect and the importance of professional curiosity when these are observed and the appropriate risk assessment tools and processes to use Programme LOs: 1, 2, 4, 10, 11, 12, 13, 14, 15
SPPS4	Maintain the safety of people you work with, their families/carers and your colleagues Programme LOs: 2, 3, 5, 6, 9, 10, 11, 12, 13, 15, 16, 17	The role of the Social Worker and roles of others within safeguarding, appropriate to levels of skills and experience Programme LOs: 1, 2, 4, 10, 11, 12, 13, 14, 15, 16, 17
SPPS5	Establish and maintain personal and professional boundaries Programme LOs: 1, 3, 4, 5, 6, 7, 9, 12, 15	-
SPPS6	Follow health and safety policies and procedures Programme LOs: 2, 3, 5, 6, 9, 10, 11, 12, 13, 15, 16, 17	-

Area of Work 6: Communication

S/K	Skills (be able to)	Knowledge (know & understand)
C1	Communicate in English at the level required by the Social Work England Programme LOs: 1, 2, 3, 5, 8, 9, 10, 11, 12, 13, 16, 17	The range of communication methods available to meet specific needs (both verbal and non-verbal) Programme LOs: 1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 13, 14, 15, 16, 17
C2	Communicate your role and purpose sensitively and clearly, using appropriate language and methods Programme LOs: 1, 2, 3, 5, 8, 9, 10, 11, 12, 13, 16, 17	The importance of the impact of verbal and non-verbal communication Programme LOs: 1, 2, 3, 8, 9, 10, 11, 13, 14, 15
C3	Communicate in a way which is engaging, respectful, motivating and effective, even when dealing with conflict or resistance to change Programme LOs: 1, 2, 3, 5, 8, 9, 10, 11, 12, 13, 16, 17	How communication skills affect the assessment of, and engagement with, individuals and their families/carers Programme LOs: 3, 8, 9, 10, 11, 12, 13, 14, 15
C4	Exercise professional curiosity Programme LOs: 1, 2, 3, 4, 5, 9, 10, 11, 12, 13, 14, 15, 16, 17	The range of factors that affect effective communication e.g., age, capacity, learning ability and physical ability Programme LOs: 1, 2, 3, 5, 6, 7, 10, 11, 12, 13, 14, 15
C5	Have difficult conversations with empathy Programme LOs: 1, 2, 3, 4, 5, 9, 10, 11, 12, 13, 14, 15, 16, 17	-

Area of Work 7: Working with others

S/K	Skills (be able to)	Knowledge (know & understand)
WO1	Demonstrate effective interpersonal skills Programme LOs: 1, 2, 3, 4, 5, 8, 9, 12, 13, 16, 17	The full range of interpersonal skills required to work with other professionals and agencies Programme LOs: 1, 2, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17
WO2	Engage with individuals and their families/carers and sustain effective relationships in order to effect change Programme LOs: 2, 3, 5, 6, 9, 10, 11, 12, 13, 15, 16, 17	The different social and organisational contexts within which social work operates Programme LOs: 3, 4, 13, 14, 15, 16, 17
WO3	Engage effectively in inter-professional and inter-agency working to achieve positive outcomes Programme LOs: 2, 3, 5, 9, 11, 12, 14, 15	-
WO4	Support networks, groups and communities to meet needs and outcomes Programme LOs: 2, 3, 5, 9, 11, 12, 13, 14, 15	-

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Area of Work 8: Recording and reporting

S/K	Skills (be able to)	Knowledge (know & understand)
RR1	Maintain accurate and complete records in accordance with applicable legislation, protocols and guidelines Programme LOs: 2, 3, 5, 7, 8, 9, 12, 13, 16, 17	The applicable legislation, policies and procedures Programme LOs: 1, 2, 3, 4, 5, 6, 7, 8, 9, 12, 13, 14, 15
RR2	Prepare formal reports in line with legislation, policies and procedures Programme LOs: 2, 3, 5, 7, 8, 9, 12, 13, 16, 17	The principles of good recording and record keeping Programme LOs: 4, 5, 6, 7, 12, 13, 14, 15, 16, 17
RR3	Critically reflect on/review practice and record the outcomes of reflection appropriately Programme LOs: 4, 5, 8, 10, 11, 12, 15, 16, 17	-
RR4	Present reports in formal settings Programme LOs: 2, 3, 5, 7, 8, 9, 12, 13, 16, 17	-

Area of Work 9: Use of technology

S/K	Skills (be able to)	Knowledge (know & understand)
UT1	Use technology to manage your work Programme LOs: 7, 15, 16	The types, and benefits, of assistive technology Programme LOs: 5, 6, 7, 12, 13, 14, 15
UT2	Use technology to communicate appropriately Programme LOs: 1, 9, 12, 13, 15, 16	How to use relevant software applications Programme LOs: 5, 6, 7, 12, 13, 14, 15
UT3	Maintain individuals' information security and protect data Programme LOs: 2, 5, 11	IT data sharing protocols Programme LOs: 5, 6, 7, 12, 13, 14, 15
UT4	Advise people on how to use assistive technology Programme LOs: 9, 12, 13, 16	The potential misuses of technology e.g., social media Programme LOs: 5, 6, 7, 8, 9, 12, 13, 14, 15
UT5	Promote the use of technology to achieve better outcomes Programme LOs: 9, 12, 13, 16	

Appendix 2 - Professional Capabilities Framework

Professionalism

Identify and behave as a professional social worker, committed to professional development.

Social workers are members of an internationally recognised profession. Our title is protected in UK law.

We demonstrate professional commitment by taking responsibility for our conduct, practice, self-care and development. We seek and use supervision and other professional support. We promote excellent practice and challenge circumstances that compromise this. As representatives of the profession, we safeguard its reputation. We are accountable to people using services, the public, employers and the regulator. We take ethical decisions in the context of multiple accountabilities.

-
1. **Demonstrate an initial understanding of the role of the social worker.**
 2. **Demonstrate motivation and commitment to become a social worker.**
 3. **Identify my own potential strengths and challenges in relation to the role of social worker.**
 4. **Demonstrate an initial understanding of the importance of personal self-care, resilience and adaptability in social work.**
 5. **Demonstrate the ability to take responsibility for my own learning and development.**
-

Values and ethics

Apply social work ethical principles and value to guide professional practices.

Social workers have an obligation to conduct themselves and make decisions in accordance with our Code of Ethics. This includes working in partnership with people who use our services.

We promote human rights and social justice. We develop and maintain our understanding of the value base of our profession throughout our career, its ethical standards and relevant law.

-
1. **Recognise the impact my own values and attitudes can have on relationships with others.**

2. **Understand the importance of seeking the perspectives and views of service users and carers.**
 3. **Recognise that social workers will need to deal with dilemmas, conflict and use the authority invested in their role.**
-

Diversity and equality

Recognise diversity and apply anti-discriminatory and anti-oppressive principles in practice.

Social workers understand that diversity characterises and shapes human experience and is critical to the formation of identity. Diversity is multi-dimensional and includes race, disability, class, economic status, age, sexuality, gender (including transgender), faith and belief, and the intersection of these and other characteristics.

We understand that because of difference, and perception of difference, a person's life experience may include oppression, marginalisation and alienation as well as privilege, power and acclaim. We identify this and promote equality.

-
1. **Demonstrate an initial understanding of difference and diversity within society, the importance of equal opportunities and the implications of this for social work practice.**
 2. **Am receptive to the views of others.**
-

Rights, justice and economic wellbeing

Advance human rights and promote social justice and economic wellbeing.

Social workers recognise and promote the fundamental principles of human rights, social justice and economic wellbeing enshrined in national and international laws, conventions and policies.

These principles underpin our practice, and we use statutory and case law effectively in our work. We understand and address the effects of oppression, discrimination and poverty. Wherever possible, we work in partnership with people using services, their carers and families, to challenge inequality and injustice, and promote strengths, agency, hope and self-determination.

-
1. **Recognise the contribution of social work to promoting human rights, social justice, inclusion and equality.**
 2. **Am receptive to the idea that there may be ethical dilemmas and conflicts in the social work role between promoting rights and enforcing responsibilities.**
-

Knowledge

Develop and apply relevant knowledge from social work practice and research, social sciences, law, other professional and relevant fields, and from the experience of people who use services.

We develop our professional knowledge throughout our careers and sustain our curiosity. As a unified profession, we develop core knowledge that relates to our purpose, values and ethics. We also develop specific knowledge needed for fields of practice and roles. Our knowledge comes from social work practice, theory, law, research, expertise by experience, and from other relevant fields and disciplines. All social workers contribute to creating as well as using professional knowledge. We understand our distinctive knowledge complements that of other disciplines to provide effective services.

Identify how own learning (formal, informal and experiential) contributes to understanding and developing the social work role.

Skills and interventions

Use judgement, knowledge and authority to intervene with individuals, families and communities to promote independence, provide support, prevent harm and enable.

Social workers engage with individuals, families, and communities, working alongside people to determine their needs and wishes, and what action may be helpful.

We build productive working relationships and communicate effectively. Using our professional judgement, we employ appropriate interventions, promoting self-determination, support, protection and positive change. We develop and maintain skills relevant to our roles. We understand and take account of power differentials and use our authority appropriately. We evaluate our own practice and its impact, and how we improve outcomes for those we work with.

-
- 1. Can communicate clearly, accurately and appropriately to the level of training applied for, in verbal and written forms.**
 - 2. Demonstrate an ability to engage with people with empathy.**
 - 3. Am motivated to develop skills to help people find solutions to social needs.**
-

Contexts and organisations

Engage with, inform, and adapt to changing organisational contexts, and the social and policy environments that shape practice.

Operate effectively within and contribute to the development of organisations and services, including multi-agency and inter-professional settings.

Social workers are informed about and proactively respond to the challenges and opportunities that come from changing social, policy and work contexts.

We fulfil this responsibility in accordance with our professional values and ethics, as individual and collective professionals and as members of the organisations in which we work. We collaborate, inform and are informed by our work with other social workers, other professions, individuals and communities.

Demonstrate understanding of the importance of working as a member of a team and collaborating with other colleagues in an organisation.

Professional leadership

Promote the profession and good social work practice.

Take responsibility for the professional learning and development of others.

Develop personal influence and be part of the collective leadership and impact of the profession.

We develop and show our leadership, individually and collectively, through promoting social work's purpose, practices and impact. We achieve this through diverse activities which may include: advancing practice, supervising, educating others, research, evaluation, using innovation and creativity, writing, using social media positively, being active in professional networks and bodies, contributing to policy and taking formal leadership/management roles. We promote organisational contexts conducive to good practice and learning. We work in partnership with people who use services and stakeholders in developing our leadership and aims for the profession.

Recognise how my own learning, behaviour and ideas can influence and benefit others.
